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ABSTRACT

This publication contains nine standards developed for vocational home economics programs in Iowa. The first part of the document is an introduction that describes the development of the standards, sets forth the goal of vocational education, defines and sets the goal of home economics, outlines the purposes, characteristics, and topics of the standards, and explains, with an example, how to use the standards. The second section of the guide contains the standards for staff, curriculum, evaluation, teaching, advisory committees, vocational student organizations, facilities and equipment, funding and financing, and staff development of vocational home economics programs in the state. Indicators that standards have been met are shown. The final section of the guide is a glossary of terms used in the standards. (KC)

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STANDARDS
FOR
QUALITY VOCATIONAL
HOME ECONOMICS EDUCATION
PROGRAMS
IN
IOWA

THE UNIVERSITY OF IOWA
DEPARTMENT OF HOME ECONOMICS
IOWA CITY, IOWA

in cooperation with

STATE OF IOWA
DEPARTMENT OF PUBLIC INSTRUCTION
CAREER EDUCATION DIVISION
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STANDARDS FOR QUALITY VOCATIONAL
HOME ECONOMICS EDUCATION PROGRAMS
IN IOWA

Introduction

Excellence in education including quality vocational home economics education programs is a goal of all educators teaching in or responsible for vocational home economics programs in Iowa. Standards serve as a model for excellence, thus, these "Standards for Quality Vocational Home Economics Education Programs in Iowa" were prepared to aid the State achieve the goal of excellence in home economics.

National standards for vocational home economics education were written in the late seventies, and vocational home economics educators were encouraged to adapt the national standards to the specific needs and characteristics of their states. The national standards were presented at an annual conference for home economics teachers and comments were obtained from home economics teachers. However, the national standards were not adapted in any detail for Iowa.

During that same period of time, the Iowa Task Force on Vocational Education was studying vocational education in Iowa. The final report of the Task Force was completed in 1979, and the goal, "Standards for excellence in vocational offerings will be developed and enforced," was included in the final report.

Subsequently, Robert D. Benton, State Superintendent of Public Instruction, appointed the Committee on Standards for Quality Vocational Education Programs in January 1983. Four objectives were specified for the Committee.

1. Collect and study existing standards and statutory provisions pertaining to board-approved vocational programs as directed in the Task Force report.
2. Ascertain changes and/or additions needed to assure quality programs for students of vocational education in Iowa.
3. Prepare a document that specifies the standards for quality vocational education programs in Iowa.
4. Provide recommendations for implementation of the standards.

Superintendent Benton also charged the committee to:

1. Establish standards by which the quality of vocational endeavors in Iowa can be judged.
2. Write standards that have the flexibility necessary to maintain the attributes which have been the hallmark of vocational education in Iowa over the years.

3. Develop standards that are applicable to secondary, postsecondary and adult vocational education programs.
4. Establish standards that will accommodate the expanded role of vocational education including retraining, a changing society and diverse populations.

The Committee on Standards for Quality Vocational Education Programs developed standards for those aspects of vocational education that are common to all programs in Iowa regardless of service area, occupational cluster or educational level. Standards were developed for ten topics: 1) Program Offerings, 2) Evaluation, 3) Instructor Load, 4) Funding and Finance, 5) Advisory Councils and Advisory Committees, 6) Staff, 7) Vocational Student Organizations, 8) Facilities and Equipment, 9) Written Programs of Instruction and Courses of Study, and 10) Staff Development.

The Committee on Standards for Quality Vocational Education Programs emphasized that the ten standards which had been developed were to be supplemented by and used in conjunction with standards for each traditional service area or occupational cluster. The importance of standards for each service area was mentioned several times in the Final Report of the Committee, dated August 31, 1984.

Development of Standards for Quality Vocational Home Economics Education Programs in Iowa

The Department of Home Economics at The University of Iowa received a grant from the Iowa Department of Public Instruction for 1984-85 to develop standards for the home economics service area. The teacher educators and the graduate assistant assigned to the project studied the national standards for vocational home economics education, the Report of the Committee on Standards for Developing Quality Vocational Education Programs, and other publications dealing with excellence in education, vocational education and home economics. They wrote the standards and submitted them to the Advisory Committee for the project. Suggestions from the members of the Advisory Committee were incorporated into the final copy of the Standards.

Five inservice workshops were conducted by the teacher educators during the spring of 1985. The workshops were held to explain the purposes and use of the standards. More than 200 home economics teachers attended the workshops; they represented vocationally approved programs, schools without vocationally reimbursed home economics programs, and two-year postsecondary schools. In addition, the Unified Conference for Vocational Educators included a session on the standards and their use.

Goal of Vocational Education

The standards for vocational home economics education were developed to supplement and amplify the general standards; they are to be used in

conjunction with those standards. Thus, the philosophy of vocational education that undergirds the general standards also provides the framework for the home economics standards. That philosophy is:

Vocational education is a vital part of American education. Its fundamental purpose is two-fold:

1. To provide those persons who so desire with skills needed for employment.
2. To contribute to the economic base of the nation by preparing people for the world of work.

To fulfill this purpose, vocational education seeks to provide learning opportunities that meet the learner's career development needs, meet labor market needs of society, increase employment options available to each learner, and serve as a motivating force to enhance all types of learning (Report of the Committee on Standards for Developing Quality Vocational Education Programs, August 31, 1984, p. 3).

The standards for quality vocational home economics education programs are based on the assumption that all home economics programs prepare enrollees with employability and/or job specific skills as well as skills which may be used by men and women for the occupation of homemaking and in their dual career roles. Therefore, home economics contributes significantly to meeting the fundamental purpose of vocational education. Furthermore, this assumption means that the standards are appropriate for specialized vocational home economics programs in the two-year post-secondary schools, home economics related occupational programs in secondary schools, consumer and homemaking programs, and adult consumer and homemaking or occupational programs.

Definition and Goal of Home Economics

Home economics is defined as "The study of the laws, conditions, principles, and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being, and is the study especially of the relation between these two factors" (Fourth Lake Placid Conference, 1902, and New Directions, 1975).

The overall goal of home economics is to improve the quality of life for individuals, families and other groups by helping learners acquire competencies and make decisions related to their physical environment, their own development and the development of others, and their relationships with others.

Home economics includes several content areas: child and human development, family relations and parenting, family and consumer economics, management of home and family resources, food, nutrition, housing, furnishings and related art/design, textiles, and clothing.

The overall goal of home economics is achieved through the study of one or more of the content areas. Secondary home economics programs include all of the content areas as specialized/semester/quarter courses or as a part of comprehensive courses. Home economics courses at the secondary level emphasize employability and human relations skills, personal development, and the preparation of men and women for the occupation of homemaking and for their dual career roles. Secondary level occupational home economics programs include one or more of the specialized areas of home economics, and learners acquire job specific skills in addition to many of the objectives for the general secondary home economics programs. Postsecondary home economics programs in Iowa presently are organized as specialized programs that emphasize employability and job specific skills. Examples of postsecondary programs are fashion merchandising, food service, and child development aide programs. Adult programs are more varied and they are designed to meet specific needs of members of the community or an employer. Adult programs may be part-time preparatory for acquiring specific job skills, short-term inservice for upgrading skills, or personal development courses. Examples of adult programs in home economics are homemaker/home health aide, school food service, child nutrition, energy conservation in the home, and using the computer for managing personal finances.

Purposes of Standards

Standards serve as a model for excellence. This purpose is clear in the definition of "standard."

A standard is a broad, descriptive statement consisting of qualitative and quantitative characteristics, established by authority and used as a model for the assessment of the quality of existing programs and for the development of new programs.

This definition is identical to the definition used in the general standards.

Characteristics of Standards

Each standard is accompanied by a number of statements for indicating if the standard has been attained. A rating scale for checking if the specific attribute or indicator meets the standard, exceeds the standard or does not meet the standard is provided.

The Committee on Developing Standards for Quality Vocational Education Programs believed that certain qualities were essential in each standard and indicator if excellence in vocational education was to be achieved. These same qualities or characteristics are present in the standards and indicators for vocational home economics education programs. These essential qualities are described in the following paragraphs.

Goal of Vocational Education. Each standard contributes substantially to the overall goal of vocational education and is essential to attainment of this goal.

Applicable to All Programs and Levels of Vocational Home Economics Education. The standards were designed for use with secondary, postsecondary and adult vocational home economics programs of different duration, breadth, and depth -- from short intensive programs such as retraining adults for a specific skill to full-time programs such as food service at the postsecondary or secondary level or a consumer and homemaking program for grades 9 - 12.

Meet the Needs of Diverse Learners. Equity of access to quality vocational home economics education programs is essential. Likewise, any program must meet the needs of all learners who are in or want to enroll in the program. Therefore, specific indicators that focus on equity of access and meeting the needs of the handicapped, learners from different cultures, both sexes, all ages, and other targeted populations are listed with the standard where appropriate.

Appropriate for Use by Various Groups, at Different Times, and in Diverse Settings. The standards and indicators were written so that they can be used by different groups such as the staff and advisory committee of the local education agency, Department of Public Instruction personnel, or external reviewers. They are appropriate for evaluating existing programs and they can be used when a new program is being developed. They are applicable to large, small, urban, and rural settings.

Accommodate Changes in Home Economics, Society, Education, and the World of Work. Because home economics as well as society and its institutions are changing constantly, the standards and indicators, in most instances, were written as broad statements that are flexible and can accommodate most changes.

Three qualities or characteristics not included in the general standards for vocational education were believed essential for the home economics standards and indicators. These qualities are described below.

Appropriate for Vocational and Nonvocational Home Economics Education Programs. The standards and indicators were written for vocational home economics education programs. Nevertheless, they are equally appropriate for nonvocational home economics programs at all levels, and can be used to assess the quality of these programs by merely deleting the word "vocational" from the standard and/or indicator.

Complement and Extend the General Standards for Quality Vocational Education Programs. The home economics standards were developed for use with the general standards. However, they can be

used independently of the general standards since most of the general standards and indicators have been incorporated in the home economics standards and indicators.

Contribute to the Goals of Home Economics and Home Economics Education. Each standard and indicator contributes substantially to the overall goals of home economics and vocational home economics education, and the standard and indicator are essential for attaining these goals.

Topics

The standards for quality vocational home economics education programs include nine topics. A standard has been written for each of the following topics.

1. Staff
2. Curriculum
3. Evaluation
4. Teaching
5. Advisory Committee
6. Vocational Student Organizations
7. Facilities and Equipment
8. Funding and Financing
9. Staff Development

How To Use the Standards

A single standard has been written for each of the topics listed in the preceding section. Each standard is accompanied by a number of statements for indicating if the standard has been attained. The indicators for each standard are grouped according to major concepts. For example, the indicators for the standard on Funding and Financing are classified under: compliance; salaries and travel; program; facilities, equipment and supplies; and management.

A rating scale is given for each standard and its indicators. The rating scale has three points or levels: exceeds the standard, meets the standard, or does not meet the standard. Although every indicator is not applicable to every program (e.g., work experience requirements for the teacher in an occupational program do not apply to the teacher for a consumer and homemaking program), a "does not apply" column was omitted intentionally. The Advisory Committee and developers were concerned that "does not apply" might be checked when, in reality, the column "does not meet the standard" is the correct assessment.

A page for noting observations and a second page for making recommendations are included after the indicators for each standard. In addition, the standards and indicators are printed only on the face of each page so that the back can be used for other notes and comments.

A different color of paper is used for each topic. This color coding should facilitate use of the standards.

The ratings, observations and recommendations will give an assessment of the extent to which each standard is met in the vocational home economics education program as well as provide the information required to make a judgment about the overall quality of the program. It must be emphasized that summing the number of checks in each column is not appropriate because the standards are not of equal importance and the number and specificity of indicators vary among the standards. However, comparison of ratings over time is essential for determining if weaknesses have been corrected and for assuring that the quality of the vocational home economics education program has been maintained and improved.

As noted earlier in the introduction, the standards can be used by local and external groups. Administrators, instructional and supervisory staff, and advisory committees in the local education agency will find the standards useful for evaluating and strengthening the total vocational home economics education program as well as for improving selected aspects of the program. They also can use the standards as a model when developing new programs and for assuring that the new program meets the needs of the community and learners. External groups, such as personnel from the Department of Public Instruction or other outside reviewers, will find the standards valuable when assessing the quality of the vocational home economics education program within a specific community or for determining the quality of vocational home economics throughout the state.

Example

An example to illustrate how the standards are to be used is given on pages 8 and 9. The example includes some, but not all, of the indicators for the standard on Funding and Financing. Users are reminded that the standards can be used with nonvocational programs by merely deleting the word "vocational" when reading standard statements and the indicators for meeting the standard.

FACILITIES AND EQUIPMENT

Standard: Classrooms, laboratories, equipment, and supplies required to attain the goals and competencies specified for the vocational home economics education program are provided.

Indicators of meeting the standard:

Availability

1. Home economics classrooms, laboratories and other facilities:

- a. Are adequate in size and arrangement for the enrollment.
- b. Are appropriate for the methods of instruction.
- c. Are suitable for the kinds of equipment.
- d. Are located in the school so that they:
 - 1) Are accessible to the handicapped.
 - 2) Are accessible for deliveries.
 - 3) Encourage interaction with other learners and staff members.

2. Classrooms, laboratories and equipment:

- a. Are up-to-date and reflect current developments in home economics instructional programs and occupations.
- b. Are consistent with the philosophy and goals of the program, teaching

Exceeds Standard	Meets Standard	Does Not Meet Standard
X		
	X	
	X	
		X
		X
		X
	X	

OBSERVATIONS:

The home economics laboratories/classrooms are adequate in size for current and projected enrollment. Stationary equipment is on the perimeter or one end of each laboratory leaving the center or the other end for desks or tables and chairs. This arrangement facilitates a variety of teaching/learning techniques as well as the different content areas in the program. The laboratories/classrooms and equipment are up-to-date and reflect a professional and business-like learning environment. Equipment is maintained and replaced on schedule.

The home economics laboratories/classrooms are located on the north end of the third floor of the building. There is no elevator in the building. The home economics rooms are separated from other teaching areas on that floor by a storage room, the audiovisual equipment room, and a closet for the janitor. Location of the home economics laboratories/classrooms means that the home economics department is not accessible to the physically handicapped student and that all deliveries must be carried up three flights of stairs. Furthermore, separation of the department from other teaching areas by the storage and AV rooms deters interaction with other students and teachers in the building.

RECOMMENDATIONS:

Consideration should be given to locating the home economics department on the ground floor when space and other resources become available. Such a location would increase interaction with other students and instructors while making the department accessible to the physically handicapped and for deliveries.

Since installation of an elevator or moving the home economics department to the ground floor would be so costly, all physically handicapped students in the school must be informed that volunteers, students and staff members will assist them to the department and they can enroll in home economics classes.

The home economics classroom is located on the extreme end of the building. That room has no fixed or specialized equipment. Therefore, it is recommended that the storage, AV room and janitor's closet be converted into the home economics classroom with the present classroom modified to accommodate storage and AV equipment. This change would make the home economics department adjacent to the library and computer rooms and contribute to interaction with other students and teachers.

STAFF

Standard: The staff has the professional and subject matter competencies necessary to plan, implement and provide a quality vocational home economics education program.

Indicators of meeting the standard:

Program Supervisory Staff

The home economics education program supervisory staff:

1. Has the professional competencies, experience, and personal qualities necessary for providing positive leadership and supervision of the vocational home economics education program.
2. Provides effective leadership and supervision of personnel in the program.
3. Provides effective administration of the vocational home economics education program including, but not limited to:
 - a. Organization and management of the program.
 - b. Development and management of budgets.
 - c. Planning and maintenance of facilities.
 - d. Acquisition and maintenance of equipment.

Exceeds Standard	Meets Standard	Does Not Meet Standard

- e. Development of the curriculum including vertical and horizontal articulation.
- f. Development and implementation of innovative offerings.
- g. Development and implementation of outreach offerings.
- h. Recruitment and supervision of competent staff.
- i. Planning and implementation of relevant and ongoing staff development activities.
- j. Use of extended employment.
- k. Evaluation of the program, staff and learners.
- l. Selection and provision of teaching materials and other resources.
- m. Use of advisory council and/or committee.
- n. Provision and use of student organizations.
- o. Enhancement of relationships in the school and with the public.
- p. Use of community resources.
- q. Initiation and maintenance of collaborative relationships with business, industry, labor, other educational institutions, and the community.

4. Is sensitive to the needs and abilities of individual learners and assures that all learners have equity of access to a quality vocational home economics education program.
5. Interprets the vocational home economics program and provides relevant information to policy makers and others responsible for or concerned with the program.

STAFF, continued

- Child development
- Family relations
- Food
- Nutrition
- Clothing
- Textiles
- Housing
- Home furnishings
- Home management
- Family or consumer economics
- b) Home economics occupations (secondary/postsecondary).
 - Courses outlined for consumer and homemaking (secondary) with additional courses in the occupation or specialization supervised, or
 - Major in the specialization or occupation supervised.
- 2) Courses in the supporting disciplines (i.e., social and behavioral sciences, physical and natural sciences, the arts).
- 3) Professional courses.
 - a) Education courses including student teaching and/or internship.
 - b) Vocational education courses.
 - Philosophy and history
 - Curriculum
 - Methods
 - Evaluation
 - c) Education supervision course

Exceeds Standard	Meets Standard	Does Not Meet Standard

STAFF, continued

- e. Holds a valid Iowa teaching certificate with the appropriate endorsements and approvals for teaching and supervising vocational home economics.

Program Instructional Staff

The home economics education program instructional staff:

1. Has the professional preparation, technical competencies and experience necessary to plan, organize, direct, and evaluate learning activities in the assigned teaching area.
2. Can identify and is sensitive to the needs and abilities of individual learners and uses practices that motivate learners to their maximum performance.
3. Facilitates learning through instructional activities, curriculum development, use of the advisory committee, and evaluation of learners, the program and teaching activities.
4. Cooperates with other instructors in the program, school and district to assure vertical and horizontal articulation and achievement of common goals.
5. Works with the home economics advisory committee to assure a quality and relevant program.
6. Facilitates the use of community resources and collaborates with business, industry, labor, and the community to achieve excellence in the program.

Exceeds Standard	Meets Standard	Does Not Meet Standard

STAFF, continued

14. Meets established state and local requirements for educational preparation, degrees, evidences of competence, experience, and certification.

- a. Has the following educational preparation.

- 1) Major in home economics including home economics courses/content areas and experiences specified for certification.

- a) Consumer and homemaking (secondary).

- Child development.
- Family relations
- Food
- Nutrition
- Clothing
- Textiles
- Housing
- Home furnishings
- Home management
- Family or consumer economics

- b) Home economics occupations (secondary/postsecondary).

- Courses outlined for consumer and homemaking (secondary) with additional courses in the specialization or occupation taught, or

- Major in the specialization or occupation taught.

- c) Adult: major or specialization in teaching area.

Exceeds Standard	Meets Standard	Does Not Meet Standard

STAFF, continued

e.g., child care, retailing,
food service, alterations.

- 2) Secondary and postsecondary:
a minimum of 6000 hours in the
occupation taught.
- 3) Adult: experience teaching and
working with adults.

Support Staff

The support staff for the vocational home
economics education program:

1. Contributes to the program by providing
specialized skills or resources and by
supplementing and/or assisting the
supervisors and instructors in conduct-
ing the program.
2. Meets any appropriate state and local
requirements for educational prepara-
tion, degrees, evidence of competence,
experience, and/or certification.
3. Is sensitive to the needs and abilities
of individual learners in the vocational
home economics education program.
4. Assists with interpretation of the
vocational home economics education
program.
5. Understands and promotes the philoso-
phies of home economics and vocational
education as well as the philosophy of
the local program and staff.
6. Participates, where appropriate, in
staff development and continuing
education activities.

Exceeds Standard	Meets Standard	Does Not Meet Standard

STAFF, continued

OBSERVATIONS:

STAFF, continued

RECOMMENDATIONS:

CURRICULUM

Standard: The curriculum of the vocational home economics education program meets the needs of learners, is based on current content, and reflects the philosophy of vocational home economics education.

Indicators of meeting the standard:

Offerings

The home economics education curriculum:

1. Is comprised of comprehensive and/or specialized offerings/courses in the following content areas:
 - a. Child development.
 - b. Family life and parenting.
 - c. Consumer and management.
 - d. Food and nutrition.
 - e. Housing, home furnishings, and equipment.
 - f. Clothing and textiles.
2. Emphasizes the strands of employability, human development and relationships, and management and consumer economics in all courses in the program.
3. Stresses the following skills in the offerings:
 - a. Basic education skills: science and technology, mathematics, economics and other social sciences, and communication skills (reading, writing, speaking).

Exceeds Standard	Meets Standard	Does Not Meet Standard

CURRICULUM, continued

- b. Employability skills such as attitudes toward work, human relations, attendance, promptness, courtesy, initiative, and sense of responsibility.
 - c. Job specific skills such as taking inventory, writing orders, measuring for draperies, altering clothing, and disciplining children.
- 4. Is based on:
 - a. Current developments and research in the field and content area.
 - b. Evaluations of the offerings and the program.
 - c. Needs of learners including a needs analysis.
 - d. Recommendations from the advisory committee or council, staff, administrators, and other experts.
 - e. Available resources including curriculum guides, professional literature, books, media, community resources, teacher references, and support personnel.
 - f. Available facilities and equipment.
- 5. Is designed to assure a quality program for:
 - a. Males and females.
 - b. Learners of all ability levels.
 - c. Learners from different cultures.
 - d. Handicapped learners.
 - e. Learners from different socio-economic groups.
 - f. Learners of different ages.
- 6. Includes occupational courses/offerings to meet the needs of learners in the local program or in the merged area.

Exceeds Standard	Meets Standard	Does Not Meet Standard

CURRICULUM, continued

7. Includes outreach offerings or other community/school based programs to meet the special needs of learners.
8. Includes student organizations as an integral part of the program.
9. Is reviewed annually, evaluated every three years, and revised as needed.

Scope and Sequence or Overall Plan

The scope and sequence or overall plan for the home economics education program:

1. Is comprised of a plan for the total program plus a plan for each level of instruction.
2. Demonstrates that the offerings provide an appropriate balance of home economics content areas.
3. Provides for every content area and all learners specified by federal and state laws and by local mandates.
4. Includes a written description for each program that:
 - a. Specifies prerequisites, requirements, and duration of the program or offering.
 - b. Is reviewed annually, presented to the administration and advisory council/committee, and filed with the administration.
 - c. Is used by learners to make choices about courses and programs.

Exceeds Standard	Meets Standard	Does Not Meet Standard

CURRICULUM, continued

5. Identifies general objectives for the total program plus major objectives for each course/offering.
6. Includes instructional plans for every unit/course/offering in the program that:
 - a. Have been developed by the person(s) teaching the course.
 - b. Specify the following:
 - 1) Instructional or behavioral objectives or competencies.
 - 2) Where appropriate, objectives from each domain of learning.
 - 3) Concepts.
 - 4) Generalizations.
 - 5) Learning experiences/opportunities.
 - 6) Evaluation and grading criteria and procedures.
 - 7) Resources and materials.

Resources

Resources for the home economics education curriculum:

1. Include the facilities and equipment necessary to implement and maintain the curriculum offered.
2. Include materials and supplies such as textbooks, media, and illustrative material in sufficient quantity and of the quality necessary for the program.
3. Provide for the following characteristics in all materials, references, books, and supplies for the program.

Exceeds Standard	Meets Standard	Does Not Meet Standard

CURRICULUM, continued

- a. Accurate and current content.
- b. Non-biased.
- c. Multicultural.
- d. Non-stereotyped.
- e. Available in different reading levels.

Class Size

The size/enrollment in each home economics class:

- 1. Assures that each learner has the opportunity for maximum achievement of the objectives specified for the course.
- 2. Is based on:
 - a. The kind of course or teaching/learning experiences, e.g., work experience, laboratory, lecture, discussion.
 - b. Characteristics of learners, e.g., handicapped, gifted, prior courses and experiences.
 - c. The physical environment, e.g., equipment, facilities, room arrangement.
 - d. Availability of supplies, books, media, equipment, and other resources or materials.
 - e. Availability of support staff.
 - f. The subject matter or course content.

Exceeds Standard	Meets Standard	Does Not Meet Standard

CURRICULUM, continued

Scheduling

The schedule for home economics offerings/
courses:

1. Assures that all courses/offerings are accessible to:
 - a. Males and females.
 - b. Learners of all ability levels.
 - c. Learners from different cultures.
 - d. Handicapped learners.
 - e. Learners from different socio-economics groups.
 - f. Learners of different ages.
2. Enables teaching assignments to be based on the competencies of each staff member.
3. Assures that each instructor has adequate time for planning, class preparation, evaluation, and conferences (i.e., at least one class period daily for instructors in secondary schools with those in postsecondary schools having additional time).
4. Assures that instructors with responsibility for supervising work experiences have adequate time for supervision and travel.
5. Provides supervisory staff with adequate time for administrative/supervisory responsibilities.

Exceeds Standard	Meets Standard	Does Not Meet Standard

CURRICULUM, continued

OBSERVATIONS:

CURRICULUM, continued

RECOMMENDATIONS:

1

EVALUATION

Standard: A systematic and ongoing evaluation process is used to assess and improve all aspects of the vocational home economics education program.

Indicators of meeting the standard:

The Evaluation Process

The evaluation process for the vocational home economics education program:

1. Is comprehensive and includes assessment of the following:
 - a. The curriculum.
 - 1) Scope and sequence.
 - 2) Kind and diversity of offerings.
 - 3) Vertical and horizontal articulation.
 - 4) Written course, unit and lesson plans.
 - 5) Accessibility to programs, services and activities for all learners.
 - 6) Innovative and/or outreach offerings.
 - 7) Work experiences for learners.
 - 8) Appropriateness of offerings for learners, employers, and the community.
 - 9) Contribution of student organizations and related vocational/professional organizations to the program.
 - 10) Evaluation and grading criteria and procedures.

Exceeds Standard	Meets Standard	Does Not Meet Standard

EVALUATION, continued

b. The learners.

- 1) Achievement of objectives or competencies specified for learners.
- 2) Needs and interests of special groups such as the handicapped, gifted, displaced homemakers, single parents.
- 3) Occupational and/or educational status of graduates as well as persons terminating prior to completion of the program.
- 4) Contribution of student organization or vocational/professional group to members' development of leadership, human relationship skills, and employability skills.

c. The staff.

- 1) Qualifications for teaching and/or supervision.
- 2) Performance as supervisor, instructor or support staff member.
- 3) Use of extended employment.
- 4) Coordination activities and supervision of work experiences.
- 5) Advisement of student organization.
- 6) Relationships with learners, school staff and administrators, employers, parents/guardians, and the community.
- 7) Staff development plans and activities.
- 8) Work with the advisory council/committee.
- 9) Classroom management.
- 10) Teaching and/or supervision.
- 11) Teaching loads.

	Exceeds Standard
	Meets Standard
	Does Not Meet Standard

EVALUATION, continued

OBSERVATIONS:

EVALUATION, continued

RECOMMENDATIONS:

TEACHING

Standard: The vocational home economics instructor is an effective teacher.

Indicators of
meeting the
standard:

Teaching/Learning Activities

The vocational home economics instructor:

1. Selects methods on the basis of learning objectives, subject matter, and the needs, characteristics and learning styles of students.
2. Implements teaching/learning experiences according to principles and theories of learning (e.g., advance organizers, set, closure, repetition, reinforcement).
3. Chooses and/or adapts methods and learning experiences to meet the needs and characteristics of all learners (i.e., gifted, males and females, handicapped, college preparatory, those of different ages, and those from different cultures or socioeconomics groups).
4. Uses a variety of methods (e.g., discussion, teacher and learner presentations, computer assisted instruction, individualized instruction, laboratories, demonstrations, reports, field trips, outside reading, homework, projects, films and other media).
5. Is prepared for teaching through planning on a daily basis and for the entire course/unit.

			Exceeds Standard
			Meets Standard
			Does Not Meet Standard

TEACHING, continued

6. Stays abreast of developments in the field through professional reading and other staff development activities.

Textbooks, Teaching Materials, Media, and Other Resources

The vocational home economics instructor:

1. Uses current textbooks, teaching materials, media, and other resources to facilitate learning by all students.
2. Chooses textbooks, media and other resources that have accurate content and that are nondiscriminatory.
3. Uses a variety of resources such as books, pamphlets, the computer, media, and authorities or consultants.

Evaluation and Grading

The vocational home economics instructor:

1. Bases evaluation and grading on principles of measurement and evaluation.
2. Uses a variety of techniques for assessing the achievement of learners.
3. Uses instruments that are well designed and that are based on principles of measurement and evaluation.
4. Applies evaluation and grading procedures in a fair manner.
5. Uses grading practices according to local policies.

Exceeds Standard	Meets Standard	Does Not Meet Standard

TEACHING, continued

6. Informs learners of evaluation and grading policies and practices.
7. Uses results from evaluation of learner performance to improve the curriculum as well as teaching practices.

Learning Environment

The vocational home economics instructor:

1. Maintains an environment that is conducive to learning.
2. Assures positive relationships among learners and with learners.
3. Employs appropriate management and discipline techniques that are in accordance with local policies and that are based on current research and professional practices.

Student Organizations

The vocational home economics instructor:

1. Is an effective advisor for student organizations in the vocational home economics education program
2. Involves learners in planning activities that contribute to their development and the curriculum.
3. Assures that all activities of home economics student organizations are nondiscriminatory.

TEACHING, continued

OBSERVATIONS:

TEACHING, continued

RECOMMENDATIONS:

ADVISORY COMMITTEE

Standard: The vocational home economics education program has an advisory committee(s) that advises the staff, administrators, and board members on the curriculum, facilities and equipment, work experiences, and other aspects of the program.

Indicators of meeting the standard:

Membership

The advisory committee:

1. Is organized to insure its membership is representative of the community and includes:
 - a. Current and former students.
 - b. Parents/guardians.
 - c. Persons from business, industry, other educational institutions, and the community.
2. Has adequate representation of both sexes and proportionate representation of ethnic groups, the handicapped, and socioeconomic groups.
3. Is recommended by the vocational home economics staff and appointed by the administration and/or board.
4. Includes a minimum of five persons.
5. Involves the vocational home economics education staff in an ex officio capacity only.

Exceeds Standard	Meets Standard	Does Not Meet Standard

ADVISORY COMMITTEE, continued

- | | Exceeds
Standard | Meets
Standard | Does Not Meet
Standard |
|--|---------------------|-------------------|---------------------------|
| 3. Gives advice and makes recommendations on all aspects of the program including, but not limited to: | | | |
| a. Provision of a quality program that is available to all learners in the community. | | | |
| b. Establishment, improvement and termination of courses. | | | |
| c. Outreach and innovative offerings. | | | |
| d. Education, training and employment opportunities for learners. | | | |
| e. Goals and general plans for the program. | | | |
| f. Staff development needs and opportunities. | | | |
| g. Incorporation of research and new developments in the field. | | | |
| h. Budgetary matters. | | | |
| i. Design and use of facilities. | | | |
| j. Selection, use and maintenance of equipment. | | | |
| k. Student organizations. | | | |
| l. Community resources. | | | |
| m. Community and public relations. | | | |
| 4. Assists in interpreting and publicizing the vocational home economics education program to: | | | |
| a. Potential enrollees. | | | |
| b. The community including persons in education, business and industry. | | | |
| c. The board of education. | | | |
| d. Administrators, teachers and others. | | | |
| e. Legislators and other policy makers. | | | |

ADVISORY COMMITTEE, continued

Recommendations

Recommendations of the advisory committee:

1. Are based on, but not limited to:
 - a. Trends in home economics, education, vocational education, and society.
 - b. Needs of the community and/or state.
 - c. Needs and interests of learners.
 - d. Achievement of learners.
 - e. Follow-up of graduates including employment, further education, and migration patterns.
 - f. Evaluation of all aspects of the vocational home economics education program.
 - g. Availability and quality of facilities, equipment and other resources.
 - h. Availability of finances and other resources.
2. Are submitted to the staff, administration and/or board.

Exceeds Standard	Meets Standard	Does Not Meet Standard

ADVISORY COMMITTEE, continued

OBSERVATIONS:

ADVISORY COMMITTEE, continued

RECOMMENDATIONS:

VOCATIONAL STUDENT ORGANIZATIONS

Standard: An active student organization* is an integral part of the vocational home economics education program.

Indicators of
meeting the
standard:

Every student organization in the vocational home economics education program:

1. Fulfills the following functions:
 - a. Compliments and enriches the curriculum.
 - b. Serves to implement the goals and objectives of the program.
 - c. Develops skills in leadership, group dynamics and employability by members.
 - d. Contributes to the development of professional attitudes and behavior in members.
 - e. Contributes to positive relationships with the community.
2. Meets the needs and interests of members including the disadvantaged, males and females, the handicapped, persons of different ages, and those from different cultures.
3. Is supported by administrators, the instructional, supervisory and support staff, and the advisory council/committee.

			Exceeds Standard
			Meets Standard
			Does Not Meet Standard

VOCATIONAL STUDENT ORGANIZATIONS, continued

4. Has adequate funding and resources to achieve the goals and conduct the activities of the group.
5. Assures that any fund raising activities:
 - a. Contribute to members' learning.
 - b. Are congruent with the goals and objectives of the vocational home economics program and the organization.
 - c. Comply with all policies of the local education agency.

Exceeds Standard	Meets Standard	Does Not Meet Standard

*Student organization as used in this standard includes Future Homemakers of America/Home Economics Related Occupations Chapters (FHA/HERO), Student Member Section/American Home Economics Association (SMS/AHEA), or other specialized, local vocational/professional group.

VOCATIONAL STUDENT ORGANIZATIONS, continued

OBSERVATIONS:

VOCATIONAL STUDENT ORGANIZATIONS, continued

RECOMMENDATIONS:

FACILITIES AND EQUIPMENT

Standard: Classrooms, laboratories, equipment, and supplies required to attain the goals and competencies specified for the vocational home economics education program are provided.

Indicators of meeting the standard:

Availability

1. Home economics classrooms, laboratories and other facilities:
 - a. Are adequate in size and arrangement for the enrollment.
 - b. Are appropriate for the methods of instruction.
 - c. Are suitable for the kinds of equipment.
 - d. Are located in the school so that they:
 - 1) Are accessible to the handicapped.
 - 2) Are accessible for deliveries.
 - 3) Encourage interaction with other students and staff members.
2. Classrooms, laboratories and equipment:
 - a. Are up-to-date and reflect current developments in home economics instructional programs and occupations.
 - b. Are consistent with the philosophy and goals of the program, teaching

Exceeds Standard	Meets Standard	Does Not Meet Standard

FACILITIES AND EQUIPMENT, continued

2. Are kept current and operational through a plan that is on file and followed for systematic inventory, maintenance and replacement of equipment.

Instruction

The vocational home economics education program:

1. Includes instruction in the safe and correct operation of equipment in all laboratory and classroom situations.
2. Includes instruction about actions for emergency situations such as fires, tornadoes and illnesses.

Exceeds Standard	Meets Standard	Does Not Meet Standard

FACILITIES AND EQUIPMENT, continued**OBSERVATIONS:**

FACILITIES AND EQUIPMENT, continued

RECOMMENDATIONS:

FUNDING AND FINANCING

Standard: The vocational home economics education program is supported by an annual board approved budget that is sufficient for a quality program and that is based on program needs and number of learners.

Indicators of meeting the standard:

Compliance

The annual budget for the vocational home economics education program:

1. Complies with all local policies and guidelines.
2. Complies with all state laws and policies.
3. Complies with all federal laws and policies.

Salaries and Travel

The annual budget for the vocational home economics education program:

1. Provides salaries for the number of vocational home economics instructors and supervisors required to conduct a quality program.
2. Provides for salaries for extended employment for supervisors and/or instructors.
3. Includes staff travel as necessary to meet objectives of specific offerings.

Exceeds Standard	Meets Standard	Does Not Meet Standard

FUNDING AND FINANCING, continued

OBSERVATIONS:

FUNDING AND FINANCING, continued

RECOMMENDATIONS:

STAFF DEVELOPMENT

Standard: Every staff member of the vocational home economics education program participates in a staff development program that has been planned for the individual and approved by the local education agency.

Indicators of meeting the standard:

Staff Development Program

The staff development program for vocational home economics education:

1. Contributes to the goals of the program and the local education agency.
2. Includes learning experiences and professional activities appropriate for supervisors, instructors and support staff.
3. Includes a variety of learning experiences such as courses for credit, workshops, professional meetings, on-the-job and other work experiences, professional reading, and activities provided by the local education agency.
4. Provides updating and/or attaining competencies in methods, curriculum, evaluation, home economics subject matter, vocational education, characteristics of learners, equipment, facilities, changes in home economics occupations, and trends in society and education.

Exceeds Standard	Meets Standard	Does Not Meet Standard

STAFF DEVELOPMENT, continued

Staff Development Plan(s)

The plan(s) for staff development:

1. Is developed cooperatively by the home economics staff in consultation with appropriate administrators.
2. Includes an overall plan for the total staff that is on file and reviewed annually.
3. Includes an individual plan for each staff member that:
 - a. Is based on:
 - 1) Needs of the staff member.
 - 2) Needs of learners
 - 3) Goals of the program, local education agency, and vocational education.
 - 4) Changes in home economics, home economics occupations, the local education agency, the community, society, and education.
 - b. Is on file and reviewed annually.
4. Is used in evaluating the performance of individual staff members and the total group.

Resources

The staff development program and plans:

1. Include resources (in accordance with state and local policies) for achieving the goals of the staff development program, e.g., released time, travel, honoraria.

Exceeds Standard	Meets Standard	Does Not Meet Standard

STAFF DEVELOPMENT, continued

2. Include policies and procedures for verifying that all personnel providing staff development activities are qualified through educational preparation and/or experience to teach, conduct or supervise the particular program, course, conference, workshop, or work experience.

Exceeds Standard	Meets Standard	Does Not Meet Standard

STAFF DEVELOPMENT, continued

OBSERVATIONS:

STAFF DEVELOPMENT, continued

RECOMMENDATIONS:

DEFINITIONS

Adult Learner - Students who have completed or left high school and who are enrolled in programs other than postsecondary preparatory.

Advisory Committee - A committee representing business and industry, learners, school, and, when possible, parents/guardians, which is organized for each program by school boards for the purpose of giving advice for program development and improvement.

Advisory Council - A council representing business, industry, labor, community, learners, school, and parents/guardians, which is organized by school boards in State law for the purpose of giving advice concerning the overall effort of vocational education provided by the school district. The local advisory council may include members of each program advisory committee or other special committees to provide cohesiveness to the total programming needs of the agency. This council is utilized by the school in developing the annual plan for providing vocational education programs, services and activities.

Awareness - Programs through which the learner becomes cognizant of personal attributes and attitudes and develops understandings of and appreciations for self, the worker, and the world of work.

Cooperative Method of Instruction - A method of delivering vocational education for persons who, through written cooperative arrangements between the school and employers, receive financial compensation in conformity with federal, state, and local laws and receive required academic and related vocational instruction by alternation of study in school with a job in an occupational field, these experiences being planned and supervised by the school and employers so that each contributes to the learner's education and employability.

Curriculum - All learner experiences that take place under the guidance of the school. Also, the school-recognized learning experiences of any learner and the arrangement of a course or group of courses to be taken by groups of learners having a common objective.

Course - Specifically organized learning activities in which a learner enrolls during a single period.

Delivery System - Means for providing educational experiences. Delivery of vocational education in Iowa is accomplished through several arrangements such as comprehensive high school, merged area school, vocational center, comprehensive vocational-technical high school, and jointly administered program centers.

Disadvantaged - Persons who have economic or academic disadvantages and require special services, assistance or programs to succeed in vocational education programs. Their families may have poverty-level income, be unemployed, or on welfare, or the individual may lack reading and writing skills, mathematical skills, or perform below grade level.

Displaced Homemakers - Persons who have been full time homemakers but because of dissolution of marriage, death or disability of spouse must seek employment.

Economically Depressed Areas - Areas with high unemployment rates as identified by Job Service of Iowa. Local education agencies within counties or metropolitan areas whose unemployment rate exceeds the state average will be considered by the Iowa Department of Public Instruction as being in an area of high unemployment. Local education agencies which document an inability to provide resources for vocational programs will also be considered to be in economically depressed areas.

Educational Program - The entire offering of the school, including the out-of-class activities, and the arrangement or sequence of subjects and activities. It may be referred to as the program of studies and activities.

Employability Skills - Those skills and attitudes including entry level skills that are required to gain and hold employment. They include detailed skills such as resume writing and job interviewing as well as general skills in job search, and perhaps most important, work adjustment skills and attributes such as developing self-motivation, arriving at work on time, working with others, and getting along within the authority structure.

Equity of Access - Equal opportunity for admission to vocational education programs.

Exploratory Program - Programs through which the learners broaden their knowledge of self, the world of work, and occupational clusters and investigate in depth selected job opportunities in several occupational areas of interest to them.

Extended Employment - The amount of time and the amount of dollars paid to a vocational instructor for additional days of employment beyond those of the base contract offered to teachers in the district for the purpose of meeting the vocational education objectives of the program.

Handicapped - Persons who are mentally retarded; hard of hearing; deaf; speech impaired; visually handicapped; seriously emotionally disturbed; orthopedically impaired; or other health impaired persons or persons with specific learning disabilities; and who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special educational assistance or who require a modified vocational education program.

Home Economics - The overall goal of home economics is to improve the quality of life for individuals, families and other groups by helping learners acquire competencies and make decisions related to their physical environment, their own development and the development of others, and their relationships with others.

Home economics includes the content areas of child and human development, family relations and parenting, family and consumer economics, management of home and family resources, food, nutrition, housing, furnishings and related art/design, textiles, and clothing. The overall goal of home economics is achieved through the study of one or more of the content areas.

Secondary level home economics programs include consumer and homemaking programs which emphasize employability and human relations skills, personal development, and the preparation of males and females for the occupation of homemaking and for their dual career roles.

Secondary level home economics related occupations programs are designed for learners to acquire job specific skills in one or more of the home economics content areas.

Postsecondary home economics programs in Iowa presently are organized as specialized programs that emphasize employability and job specific skills.

Adult home economics programs may be part-time preparatory for acquiring specific job skills, short-term inservice for upgrading skills, or personal development courses. They can be offered in any of the content areas of home economics.

Indicator - An attribute or quality that contributes to the standard and provides evidence that the standard is attained.

Jointly Administered Programs - Programs in which two or more educational agencies have an agreement to administer instructional program(s) and supportive services to serve learners by sharing educational personnel, curriculum, facilities, and other resources important to educational achievement of learners.

Local Education Agency (LEA) - A legally constituted local school authority having administrative control and direction of a secondary school district or a public educational institution or agency having administrative control and direction of a vocational education program (merged area schools and area education agencies).

Occupational Clusters - Grouping of somewhat similar occupations in a systematic way. The 15 suggested occupational clusters are: Marketing and Distribution, Personal Services, Public Service, Transportation, Agri-Business and Natural Resources, Communications and Media, Construction, Consumer and Homemaking Occupations, Fine Arts and Humanities, Environment, Health Occupations, Hospitality and Recreation, Manufacturing, Marine Science, and Business and Office.

Offering - A general reference to any one of a number of organized activities provided by an educational agency. The activity could be a service (e.g., counseling), special project (e.g., research, exemplary, curriculum development), a course, a program, or a service area (e.g., home economics, agriculture).

Postsecondary Learner - Any learner enrolled in a preparatory program that offers an Associate or other degree below the baccalaureate degree.

Preparatory - Instructional activities and experiences designed to provide opportunities for individuals to develop competencies and skills for entry or re-entry into an occupation or occupational cluster.

Program of Instruction - A course or sequence of courses that includes learning activities identified to be essential to address directly the development of general employability and job specific skills.

Scope and Sequence - The conceptual framework for the home economics program. The scope and sequence may include all of the home economics content areas as in a consumer and homemaking program or it may be organized by content area as in postsecondary or home economics related occupations programs.

Secondary Learner - Any learner enrolled in an elementary-secondary school district.

Service Area - General reference to the activities, special projects, courses, or programs in a broad area of related job areas such as agriculture, home economics, office education, health, marketing and distributive education, and industrial education.

Special Needs - Supportive, modified, or special activities designed to develop the abilities of disadvantaged and handicapped learners to their potential and enable them to participate successfully in a regular vocational program of their choice.

Staff - Individuals employed primarily for the following purposes:

Program Supervision - coordinating and/or supervising the instructional staff(s) in a vocationally approved program, occupational or cluster.

Instruction - performing instructional activities in the vocationally approved instructional program.

Support of Instructional and Supervisory Staff - assisting the supervisory staff and/or instructional staff in the implementation of the vocationally approved program(s). Support also includes those individuals providing services in areas such as recruitment, advisement, placement and follow-up of learners.

Standard - A standard is a broad, descriptive statement consisting of qualitative and quantitative characteristics established by authority and used as a model for the assessment of the quality of existing programs and for the development of new programs.

Support Services - Any individual, group or agency that provides a special function or special service for furthering the goals of the program, for example: counselor, special needs, related subjects, educational aides, and personnel development coordinator.

Vocational Education - Organized educational programs which are directly related to the preparation of individuals with employability and job specific skills required for paid or unpaid employment, said skills development being provided for by educational programs in which the requirements of a baccalaureate degree are not necessary for initial employment and/or further specialized training.

Vocational Objectives - The intended occupational outcome of training and other preparation as stated by the learner or by the objectives of the instructional program.

Vocational Student Organizations - Organizations sponsored by the vocational home economics education program for development of employability, leadership and human relationships skills in members. These organizations include Future Homemakers of America/Home Economics Related Occupations Chapters (FHA/HERO), Student Member Section/American Home Economics Association (SMS/AHEA), or other specialized, local vocational/professional group.

Vocational Supplementary - Instructional course(s) for persons who have already entered the labor market and who wish to obtain skills necessary for upgrading or advancing in their occupation.